U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Kevin Hanlon

Official School Name: Hebron Elementary School

School Mailing Address:
92 Church Street
Hebron, CT 06248-1427

County: Tolland State School Code Number*: 067

Telephone: (860) 228-9465 Fax: (860) 228-1378

Web site/URL: www.hebron.k12.ct.us E-mail: khanlon@hebron.k12.ct.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Eleanor Cruz

District Name: Hebron Tel: (860) 228-2577

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Jane Dube

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

2	Elementary schools (includes K-8)
	Middle/Junior high schools
	High schools
	K-12 schools
2	**TOTAL**

2. District Per Pupil Expenditure: 9524

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[X] Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**	85	75	160
K			0	**7**			0
1			0	**8**			0
2			0	**9**			0
3	82	64	146	**10**			0
4	107	82	189	**11**			0
5	91	82	173	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					668

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
1 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
97 %	White
%	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	31
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1.	668
(5)	Total transferred students in row (3) divided by total students in row (4).	0.085
(6)	Amount in row (5) multiplied by 100.	8.533

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 37

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 70

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

7	Autism	0	Orthopedic Impairment
0	Deafness	9	Other Health Impaired
0	Deaf-Blindness	32	Specific Learning Disability
1	Emotional Disturbance	17	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	29	0
Special resource teachers/specialists	19	3
Paraprofessionals	23	0
Support staff	10	5
Total number	83	8

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **23 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	99%	98%	97%
Daily teacher attendance	96%	96%	96%	96%	95%
Teacher turnover rate	17%	12%	15%	13%	18%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate represents an average of three teachers retiring each year over the five year period listed. During the same time period, an average of four teachers resign each year for a variety of reasons including raising families and moving to districts mostly with higher pay scales.

The district is working with the community and with the teachers in an effort to maintain competitive salaries. With the economic climate being as it is, teachers are recruited by other districts that have higher salary schedules. As we head into teacher negotiations this coming summer, those concerns will be taken into consideration.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

The exceptional success of students at Hebron Elementary School (HES) is firmly rooted in the cohesive support provided to them through the talents and dedication of its teachers and administrators, a committed Board of Education and town governance, caring and involved parents, and the broader community which recognizes the value and importance of education. Our collaborative work begins with the Hebron Board of Education (BOE). The BOE has developed a Strategic Plan which focuses on four themes: Student Growth, Professional Development, Communication/Community Building, and Resource Management. Through their work on the Strategic Plan, the BOE has been acknowledged as a Board of Distinction by the state association of boards of education after four consecutive years of recognition for demonstrating exceptional and courageous leadership. The leadership of the BOE permeates every level of the organization, and as a result, there is a strong connection between the Board of Education's Strategic Plan, district goals, school goals, and teacher collaborative goals.

The mission of the Hebron Public School's, in partnership with families and the community, is to instill confidence, resolve, and the fundamentals of learning in each child, so that they are motivated to explore possibilities in the world and to succeed in their chosen path. This district mission is captured at the school level by the simple statement HES stands for Helping Everyone Succeed. Hebron Elementary School's *668* students in grades three through six are supported by *51* certified staff and 19 non-certified instructional staff. The staff engages students in a rigorous core curriculum and work collaboratively in multiple processes to ensure that everyone succeeds. Grade level teams and the Unified Arts team meet weekly to collaborate on planning and to share information on committee and other work. Our Student Support Team (SST) also meets weekly to develop strategies to support individual students who may be struggling academically and behaviorally. Grade level data teams meet monthly and four half days a year to engage in the recursive process of analyzing student performance, targeting specific areas of need, developing instructional strategies to support student growth, implementing strategies, and assessing student growth. Our classroom teachers and our reading and math specialists provide additional support three to five times a week for students who are not meeting grade level expectations in reading and/or math. This support is provided in addition to our core curriculum.

Our character education program, developed around the six pillars of respect, responsibility, trustworthiness, caring, fairness, and citizenship, has helped to build and sustain a supportive and positive school climate. Student-led all school assemblies highlight one of the character education pillars each month. The development of these assemblies has led to a wonderful tradition of the Veteran's Day Assembly where we invite local veterans to share their experiences with classes and then honor the invited Veterans and all veterans at an all school assembly. Our character education approach is enhanced by the use of positive behavioral supports to both teach students appropriate school expectations, and recognize students for meeting those expectations.

We are tremendously fortunate to have involved parents and community members who support our students and teachers. Our PTA sponsors a school wide Science Fair, Art Reflections contest, and teacher mini-grants that directly benefit students by providing for educational fieldtrips, technology, books, and project supplies. The Hebron Women's Club sponsors a school wide Spelling Bee. Parent volunteers support sixth grade students in the production of the annual Medieval Fair.

The result of the shared commitment of teachers, administrators, Board of Education members, town officials, parents and community members is a true learning organization that strives for continuous improvement of student achievement.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state's standardized test is named the Connecticut Mastery Test (CMT). Student achievement is articulated through the following levels: Advanced (5), proficient (4), Proficient (3), Basic (2), and Below Basic (1). The top three levels (Advanced, Goal, and Proficient) define passing in Connecticut. Students are currently assessed in grades three through eight in the areas of Reading, Writing, and Mathematics using the fourth generation of the CMT. As of the 2007-2008 school year, just students in grades five and eight are assessed in the area of Science. It is important to note that the 2004-2005 results indicated on the Assessment Results table are from the third generation of the CMT. Key differences between the third and fourth generation CMT include the grade levels assessed (grades four, six, and eight only for third generation) and the assessment month (October versus March). With these differences, the state cautions direct comparison of results from the third generation CMT to the fourth generation CMT. Additional information regarding the results of the CMT can be found at www.ctreports.com.

Hebron Elementary School's assessment results reflect the school's deep commitment to continuous improvement. One of the strongest indicator's of this commitment is the results of our sixth grade students over the four year period of the fourth generation CMT in both reading and math. In 2005-2006, 77% of our students performed at least at the Goal level in Mathematics. Over the next three school years, the percent of students at the Goal range steadily increased. By the 2008-2009 school year, 94% of students performed at least at the goal level. Similarly in Reading, the percent of students at least at Goal level in sixth grade increased steadily from 85% to 95% in the same four year period!

For the 2008-2009 school year, 75% of our third grade students performed at least at the Goal level in Reading. This was Hebron Elementary School's lowest performing area on the CMT. A closer review of these results further demonstrates the school's commitment to continuous improvement. Connecticut breaks Reading Comprehension into four strands: Forming a General Understanding, Developing Interpretation, Making Reader/Text Connections, and Examining the Content and Structure. Through analysis of CMT data, teachers and administrators identified Making Reader/Text Connections (51% of students mastering this strand in 2006-2007) and Examining the Content and Structure (49% of students mastering this strand in 2006-2007) as areas of need. Teachers collaborated to target instruction in these areas over a two year period. By the 2008-2009 school year, 76% of students had mastered the Making Reader/Text Connections strand, and 73% of students had mastered the Examining the Content and Structure strand. These significant increases illustrate how we utilize assessment results to improve student achievement.

Although we have smaller samples of data in this area, our Special Education subgroup continues to perform at a noticeably lower level than their grade level peers. This school year represented a significant shift in how we support our students identified with disabilities. A much greater percentage of support for students is happening "in addition to" the core curriculum as opposed to "instead of" the core curriculum. We anticipate these adjustments in instruction will help support our students with disabilities in more significant ways over the next few years.

Similar towns (based upon socioeconomic status, student enrollment, and family need) are classified by District Reference Groups (DRGs) in Connecticut. The Hebron School District is in DRG C, and consistently performs above the DRG C average in all areas and grade levels. In 2008-2009, Hebron Elementary School scored anywhere from 4% to 10% higher than the DRG C average.

2. **Using Assessment Results:**

The analysis of assessment data from a variety of sources is used to understand student performance and inform instruction. Primary sources of assessment data include the CMT, universal screenings in mathematics and reading three times each year, pre-CMT assessments in mathematics, Degrees of Reading Power (DRP), reading fluency checks, curriculum based common formative assessments, and hands-on demonstrations of learning.

Before students enter the school house doors at the beginning of the year, teachers meet to review CMT data at the building, grade level and classroom level. Interpretation and action planning is facilitated by district and building administration, in partnership with reading and mathematics departments, special education and classroom teachers. Data is sorted by content strands, and CMT data is triangulated with universal screenings from reading and math within the first three weeks of school. Reading and math department specialists meet with each classroom teacher to analyze individual student strengths and needs, and action plans are developed.

The wealth of data gathered and analyzed helps teachers implement a tiered model of instruction to support the achievement of every student. Grade level data teams identify curricular goals based on strengths and needs. These goals are applied to the core instruction (tier I) for all students. Grade level data teams meet twice a month to review assessment results and share best practices in instruction designed to optimally deliver curriculum that allows all students to succeed. This cycle of collaborating, teaching, monitoring progress, refining instruction and enriching curriculum is a process that facilitates tremendous student success in our school. Students identified as struggling based on the multiple forms of performance data are serviced within the classroom with instructional interventions (tier II) by classroom teachers utilizing research-based interventions with small groups of students with similar skill deficits. Correspondingly, students with greater gaps in achievement are serviced with more intensive intervention instruction (tier III) provided by reading and math specialists.

3. **Communicating Assessment Results:**

Strong parent and community communication has been a hallmark of the school's efforts to support student achievement for every child. Results of the CMT are communicated to parents and community members in several ways aimed at helping both parents and community members understand the school results, how the school results compare to other communities, and provide individual results where appropriate. The state of Connecticut provides individual result reports for the school to provide parents. These results are mailed to families in the early fall each year with an accompanying letter from the school explaining the report and offering to answer any questions parents may have. Yearly, the superintendent presents at a joint PTA/Board of Education meeting where the CMT scores are interpreted and analyzed, goals based on the results are shared, and questions from the attending audience are answered. This presentation and the school results are often covered by local newspapers as an additional means to convey the results to the community. The district improvement plans that stem from analysis of our assessment data are communicated to the public on our district website: www.hebron.k12.ct.us.

Families of students who have been identified as needing additional instructional interventions by the reading and math specialists receive additional assessment information. Progress reports are sent with our report cards indicating in detail student achievement on specific assessments used to identify areas of need and monitor student progress. As we assess students using universal screens three times a year, parents are informed how the assessment results impact the level of intervention service needed to close any gaps in expected student achievement.

An electronic database of student assessment results is kept by the school and district. These assessment results are accessed for parent conferences, student support team meetings, and meetings related to the special

education process as a means to communicate both current and historical student performance. Communication of assessment data is critical for the continued targeted improvements in student achievement at the district, school, grade, and individual student levels.

4. **Sharing Success:**

Hebron Elementary School welcomes the opportunity to share our success with our local community, and the greater educational community in Connecticut if we were honored with the title Blue Ribbon School. We regularly practice the art of collaboratively sharing our successes in academic rigor, and the work we do place our students in the forefront of charitable and community involvement.

Our rural community often partners with other elementary school districts and the regional secondary district on curriculum writing and revision projects, of which a new Social Studies curriculum and a Spanish program review are recent examples. Our commitment to collaborative relationships extends to regional urban districts, and halfway around the globe to our sister school Zhangqiu Shuangshan Central Primary School in China. Our deep commitment to these relationships has led to multiple teacher visits to and from China, as well as student connections through studying history, writing to pen pals and involvement in a multitude of other collaborative projects. These connections foster a sense of compassion and understanding for how children from other parts of the state and world learn and grow.

Our school serves in a leadership role as an identified site visitation for Positive Behavioral Support for schools around the state. Educational leaders seek the expertise of our teachers and the knowledge of our students to ascertain best practices in implementing Positive Behavioral Support systems in their own districts. By collaboratively hosting these visits, we continue to celebrate our successes, and learn from each other as we seek to continually improve our practice.

Local community leaders serve as mentors for many of our students. Special events such as our participation in the National Take a Veteran to School Day, monthly Character Education celebrations, annual school play, Medieval Faire, Nature Trail Days, Food Drive and Memorial Day Parade celebrations serve as opportunities to share our student successes and active citizenship with our community. At our monthly Board of Education meetings, student leadership and success is showcased as students present their involvement in outstanding projects and initiatives.

Collaborative relationships are paramount to our efforts to share successes and learn from others, and are integral to the continuous improvement and growth of our school and district.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Curriculum is the centerpiece of the instructional program; a curriculum provides the logistical and directional skeleton for shaping instructional strategies and implementing assessment practices. It is the curriculum that weaves together the components of schooling that accomplishes our primary task - to provide an educational program for all of our students that is challenging, rigorous, and meets the highest standards of excellence. The curriculum is a means to establish systematically embedded skills and concepts across all grade levels and content areas, and generates a continuous, coordinated, and well-articulated pattern of teaching and learning.

In Hebron, as in all school districts, teachers and administrators must continually evaluate and revise the curriculum. The district curriculum timeline is designed to provide a structure and process that will guide sustained review and modification of existing curricula, and provides a structure to create, implement, and assess future curriculum documents. Using the structure provided by the curriculum renewal process, teachers and administrators form teams to assess, revise, and write curriculum that is meaningful and reflects current educational thinking, including best instructional and assessment practices. These teams systematically address all areas of the K-12 curriculum on an established cycle in partnership with Marlborough and Andover Public Schools. The results of these writing teams are living, working curriculum documents that are utilized to deliver and assess a consistent, high level instructional program for all students across the Hebron School District. At Hebron Elementary School, our two core curriculum areas are Reading/Language Arts and Mathematics. The Language Arts Curriculum was developed to align with the 2006 Connecticut Language Arts Curriculum Frameworks, the 2008 Connecticut PK-8 English Language Arts Curriculum Standards, the National Standards for the English Language Arts (NCTE and IRA), the Connecticut Comprehension Pacing Guide and the Fourth Generation Connecticut Mastery Test objectives. Literacy skills and strategies spiral across grade levels with increasing rigor over time. Therefore, we work diligently to ensure that teachers are knowledgeable about their own grade level expectations as well as those of prior and succeeding grades. At Hebron Elementary School, we selected a research based core reading program, which is aligned closely with Connecticut State Standards to develop a foundation of literacy skills and strategies in the five critical reading components identified by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.

Similarly, the vision of the Mathematics Curriculum is to assure that all students are provided with the opportunity to develop an understanding of mathematical concepts. Students demonstrate the ability to apply these concepts in diverse, actively engaging relevant problem solving situations while balancing conceptual understanding with computational skills. Problem solving is not a distinct topic but a process that permeates the entire curriculum and provides the context in which skills and concepts are learned. As a collaborative effort of classroom teachers, math specialists, consultants, and administrators, our Mathematics Curriculum was developed to align with the 2005 Connecticut Mathematics Curriculum Frameworks, the Model Mathematics Curriculum for Connecticut 2007 and the Fourth Generation Connecticut Mastery Test objectives. We also adhered to the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points recommendations while creating this document. Revisions were made to this curriculum based on the State Grade Level Expectations.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

The mission of our reading program is to develop lifelong readers who are prepared to meet the literary demands of a diverse, global society and become productive members of their community. All students read

and discuss a variety of culturally diverse literature by well-known authors as a community of learners. There is an emphasis on informational text which is connected to Social Studies and Science content. Teachers at Hebron Elementary School use a common language to provide explicit instruction in literacy skills which is reflected in teacher resources such as reading strategy bookmarks and posters. Differentiated instruction is provided through small guided reading groups using leveled readers and trade books. Students also enjoy engaging in literature circles and book clubs where they can discuss literature with one another as well as with their teachers. All students engage in daily silent, sustained reading to independently practice their reading skills with books of their choice. Students are encouraged to read widely and monitor their progress through the use of monthly reading calendars, logs and Accelerated Reader quizzes. Students who are not yet fluent have the opportunity to work in the research based Read Naturally Program which combines three powerful strategies for improving reading fluency: teacher modeling, repeated reading and progress monitoring. The library media program motivates students to continue their reading throughout the year through participation in the yearly listing of Nutmeg books in Connecticut's Nutmeg Book Award Program which encourages children in grades 4-8 to read quality literature and to choose their favorite selection from a list of ten nominated book titles. The library/media center also sponsors a summer reading challenge, rewarding students for the number of books read with a special celebration in September. Reading is also celebrated school wide with an annual Read Across America Day. State and community leaders are invited to read their favorite childhood story and discuss how reading is important to them both personally and professionally. In preparation for the upcoming school year, grade levels meet to reflect on instruction and develop a strategy map for the following year, including a revised pacing guide, based upon student needs and curriculum expectations.

3. **Additional Curriculum Area:**

Similar to Reading/Language Arts, we chose to implement a research based core mathematics program, which is closely aligned with Connecticut State Standards, to develop a foundation of numeracy skills and strategies in the four mathematical content domains: Algebraic Reasoning, Numerical and Proportional Reasoning, Geometry and Measurement, and Working with Data. The domains, also called content standards, include a guiding question and two or three component statements which apply to all students Pre-K to 12. The curriculum is organized as follows: The Guiding Components are broad statements of mathematical concepts, the Sequential Concepts identify concepts students learn at specific grade levels, and Expected Student Performances further describe what students should be able to do and what should be mastered at a particular grade level. Daily instruction is driven by a teacher-created pacing guide that aligns to the district curriculum. The pacing guide supports consistency between classrooms and promotes opportunities for planning and teaching collaboration. The pacing guide also includes formative assessments that are reviewed during grade level data team meetings. Based upon the sequence of the curriculum and assessment results, the faculty delivers sixty minutes of rigorous math instruction each day, accompanied by tiered intervention. Researched based teaching strategies including the concrete-representational-abstract teaching approach, and a gradual release of responsibility instructional strategy, paired with ongoing analysis of data, helps drive instructional decisions to meet the needs of our learners. Students find success through the various learning modalities and have opportunities to enhance their mathematical thinking through technology, small group centers and school wide projects.

4. **Instructional Methods:**

Hebron Elementary School staff members employ a wide range of effective instructional methods to aid in the development of successful learners and critical thinkers in order to maximize individual potential. Our building represents a child-centered educational environment, inclusive of community, which fosters improved academic achievement, experimental learning, personal excellence, respect for differences, responsibility for self, problem solving, critical thinking, creative expression, global awareness, and cooperation with others.

Teachers collaborate at the beginning of the year to evaluate previous assessments in order to discover the range of student knowledge. Student motivation and interests are determined by the use of interest surveys throughout the school year. Learning style inventories are administered to determine how best each student learns. In grade level meetings, classroom teachers, math and reading specialists and administration brainstorm how to vary instructional delivery methods. Collaboratively, we develop areas of focus based upon student performance which includes learning objectives, management and materials, and identify alternative methods of assessing student performance. During regular consults with special education staff, resources are developed to accommodate necessary modifications for the special education population.

On any given day, not all students will be working on the same assignment at the same time. Some students may be working with the teacher, while others work on classroom computers or in small group configurations. Individual learning contracts, self-paced learning centers, team technology projects, and independent study are ways specific student needs are met in the classroom and students are empowered to be responsible for their learning. Teachers assign differentiated activities to allow learners to work on the same concepts, but with varying degrees of complexity, abstractness and open-endedness. Although the process in which we teach and the products we expect from our students are differentiated, the content and expectations remain the same for all learners.

Connecticut has developed a Response to Intervention (RtI) framework entitled Scientifically Researched Based Interventions (SRBI). Through this framework we have refined our intervention practices to ensure that the methods implemented by our classroom teachers and math and reading specialists are scientifically proven to be effective.

5. **Professional Development:**

Professional Development at Hebron Elementary School is focused on the district goals, the school goals, and ultimately on increasing student achievement. Our district professional development calendar provides for district level, building level, and individual programming sessions. In this way, we can provide ongoing instructional expertise, afford the opportunities to practice, observe, and embed strategies on a team and individual level. Our new teachers are also supported with regular mentor support, and periodic evening Dine and Discuss meetings. Here new teachers, mentors and administration collaboratively share challenges, successes and strategies focused on current issues and educational topics which are designed to help teachers facilitate student success.

Currently, our school and district goals, based on needs identified by careful examination of data, have resulted in professional development themes which include: early literacy instruction, teaching strategies for differentiated instruction, SRBI, technology as an instructional tool, and models of effective collaborative practice. Our teachers benefit from a balance of embedded professional development and also attend workshops led by talented presenters who provide a broader perspective. During the summer, curricular work is ongoing as teams of teachers reflect on the year's successes and challenges, and make revisions to improve the quality of instruction and delivery for students.

Growth in professional development at Hebron Elementary School occurs on a regular basis, as grade levels meet weekly, data teams meet monthly, and the entire faculty meets together monthly. These opportunities provide ongoing collaborative planning and discourse about effective instructional strategies, student performance and academic differentiation. The representation at grade level and data team meetings is rich with diversity; the mathematics, reading, special education and unified arts departments regularly attend these meetings in an effort to ensure there is an interdisciplinary approach in the collaborative work of helping all students succeed.

6. **School Leadership:**

Increasing student achievement is the cornerstone of all programs, policies, and resources at Hebron Elementary School, and is facilitated through the school's inspirational leadership. At the helm and heart of the school is the building principal, who ensures that the district and school goals guide all decisions and action plans implemented. Leadership in the building is shared among reading and mathematic departments, data facilitators, curriculum representatives, a head teacher, assistant principal and principal, as well as a tremendous number of teachers who voluntarily serve in many school wide and district leadership capacities. The time commitment required to collaborate and serve in leadership positions is recognized. Our master schedule has embedded time for all collaborative teams to have the opportunity to meet weekly. Additionally, teachers at each grade level are provided common preparation periods to create common assessments and share effective teaching strategies which contribute to student achievement. Teachers visit colleagues' classrooms in a flexible manner, facilitating open communication, sharing of great teaching, and ultimately, student success. Another important partner in our school leadership is our PTA (Parent Teacher Association). The PTA identify ways to support and enrich our curriculum through creative arts programs and minigrants that financially support teachers and curriculum with materials.

The School Improvement Team may be recognized as a core decision making body, but the school teams truly work as a system, collaboratively making decisions on policy, programs, relationships and resources. Data Teams lead teachers through the process of using student work and data to inform instructional decisions that govern grade level professional growth commitments, part of the teacher evaluation plan. The SRBI Committee supports the work of the Data Teams by helping refine effective instructional intervention strategies and relies on the guidance from the School Improvement Team to identify best practices in education. Distributed leadership that supports the alignment of all programs, policies and resources promotes success. This systems approach of leadership allows for the delivery of a fluid, effective education for every student at Hebron Elementary School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Connecticut Mastery Test

Edition/Publication Year: Generation 4/Generation 3 Publisher: Connecticut State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	84	83	84	77	0
% Advanced	50	43	46	38	0
Number of students tested	171	164	160	173	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	3	2	0	2	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	36	52	47	36	
% Advanced	0	5	12	0	
Number of students tested	11	21	17	11	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Grade 3 did not take the CMT in 2004-2005.

Advanced
Students performing at the *Advanced Level* generally demonstrate exceptional knowledge of grade-level content.

Goal
Students performing at the *Goal Level* generally demonstrate extensive knowledge of grade-level content.
The top two levels (Advanced and Goal) define the Goal Range in Connecticut.

Subject: Reading Grade: 3 Test: Connecticut Mastery Test

Edition/Publication Year: Generation 4/Generation 3 Publisher: Connecticut State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	74	69	76	76	0
% Advanced	34	22	33	27	0
Number of students tested	171	164	160	173	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	3	2	0	2	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	15	10	29	0	
% Advanced	0	5	0	0	
Number of students tested	11	21	17	11	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Grade 3 did not take the CMT during the 2004-2005 school year.

Advanced
Students performing at the *Advanced Level* generally demonstrate exceptional knowledge of grade-level content.

Goal
Students performing at the *Goal Level* generally demonstrate extensive knowledge of grade-level content.
The top two levels (Advanced and Goal) define the Goal Range in Connecticut.

Subject: Mathematics Grade: 4 Test: Connecticut Mastery Test

Edition/Publication Year: Generation 4/Generation 3 Publisher: Connecticut State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	81	77	82	76	68
% Advanced	34	40	43	30	30
Number of students tested	160	167	169	188	169
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	2	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	60	25	33	31	
% Advanced	13	0	0	19	
Number of students tested	15	16	15	16	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Special Education Sub-group data was not available for 2004-2005.

Advanced
Students performing at the *Advanced Level* generally demonstrate exceptional knowledge of grade-level content.

Goal
Students performing at the *Goal Level* generally demonstrate extensive knowledge of grade-level content.
The top two levels (Advanced and Goal) define the Goal Range in Connecticut.

Subject: Reading Grade: 4 Test: Connecticut Mastery Test

Edition/Publication Year: Generation 4/Generation 3 Publisher: Connecticut State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	82	75	84	78	72
% Advanced	31	30	38	30	28
Number of students tested	160	167	169	188	169
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	2	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	33	12	21	44	
% Advanced	8	6	0	6	
Number of students tested	12	17	14	16	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Special Education sub-group data was not available for 2004-2005.

Advanced
Students performing at the *Advanced Level* generally demonstrate exceptional knowledge of grade-level content.

Goal
Students performing at the *Goal Level* generally demonstrate extensive knowledge of grade-level content.
The top two levels (Advanced and Goal) define the Goal Range in Connecticut.

Subject: Mathematics Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: Generation 4/Generation 3 Publisher: Connecticut State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	85	85	83	76	0
% Advanced	52	42	36	36	0
Number of students tested	159	164	188	173	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	1	1	2	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	20	21	45	15	
% Advanced	0	0	5	8	
Number of students tested	10	14	20	13	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Grade 5 did not take the CMT in 2004-2005.

Advanced
Students performing at the *Advanced Level* generally demonstrate exceptional knowledge of grade-level content.

Goal
Students performing at the *Goal Level* generally demonstrate extensive knowledge of grade-level content.
The top two levels (Advanced and Goal) define the Goal Range in Connecticut.

Subject: Reading Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: Generation 4/Generation 3 Publisher: Connecticut State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	86	84	85	83	0
% Advanced	37	39	33	35	0
Number of students tested	160	164	188	173	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	1	1	2	1	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	27	43	50	39	
% Advanced	9	0	5	0	
Number of students tested	10	14	20	13	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Grade 5 did not take the CMT in 2004-2005.

Advanced
Students performing at the *Advanced Level* generally demonstrate exceptional knowledge of grade-level content.

Goal
Students performing at the *Goal Level* generally demonstrate extensive knowledge of grade-level content.
The top two levels (Advanced and Goal) define the Goal Range in Connecticut.

Subject: Mathematics Grade: 6 Test: Connecticut Mastery Test

Edition/Publication Year: Generation 4/Generation 3 Publisher: Connecticut State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	94	88	86	77	78
% Advanced	57	46	50	37	34
Number of students tested	161	195	175	166	133
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	0	2
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		56	33	13	
% Advanced		11	13	0	
Number of students tested		18	15	16	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Special Education sub-group data not available for 2004-2005.

Advanced
Students performing at the *Advanced Level* generally demonstrate exceptional knowledge of grade-level content.

Goal
Students performing at the *Goal Level* generally demonstrate extensive knowledge of grade-level content.
The top two levels (Advanced and Goal) define the Goal Range in Connecticut.

Subject: Reading Grade: 6 Test: Connecticut Mastery Test

Edition/Publication Year: Generation 4/Generation 3 Publisher: Connecticut State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	95	87	86	85	88
% Advanced	46	46	38	33	28
Number of students tested	161	195	175	166	133
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	1	0	2
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		56	27	31	
% Advanced		17	7	0	
Number of students tested		18	15	16	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Special Education sub-group data not available for 2004-2005.

Advanced
Students performing at the *Advanced Level* generally demonstrate exceptional knowledge of grade-level content.

Goal
Students performing at the *Goal Level* generally demonstrate extensive knowledge of grade-level content.
The top two levels (Advanced and Goal) define the Goal Range in Connecticut.